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ABSTRACT

This bibliography is composed of selected documents on American Indians in the ERIC microfiche collection and in journal literature dating from 1973 to 1975. Included among the entries are surveys of the special needs of American Indians, descriptions of federally-sponsored projects on American Indian education, evaluations of American Indian schools, studies of American Indian cultural traits that might affect the educational process, research on instructional approaches and techniques used with American Indian children, documents on special techniques for the education of teachers who work with American Indian children, and curriculum materials for and about American Indians. The 73 entries include 45 document abstracts taken from "Resources in Education" (RIE) and 28 journal article annotations from the "Current Index to Journals in Education" (CIJE). (Author/ED)

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AMERICAN INDIAN EDUCATION: AN ABSTRACT BIBLIOGRAPHY

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AMERICAN INDIAN EDUCATION: AN ABSTRACT BIBLIOGRAPHY

Crosscultural influences in the education of minority group children has been a topic of widespread interest in the last few years. However, the focus of much of the literature in this area has been on Blacks and Chicanos, with American Indians receiving relatively little attention. This bibliography has been compiled specifically to call attention to selected documents on American Indians in the ERIC microfiche collection and in journal literature. Documents included in this bibliography date from 1973-1975.

Included among the entries are surveys of the special needs of American Indians, descriptions of federally-sponsored projects on American Indian education, evaluations of American Indian schools, studies of American Indian cultural traits that might affect the educational process, research on instructional approaches and techniques used with American Indian children, documents on special techniques for the education of teachers who work with American Indian children, and curriculum materials for and about American Indians.

Abstracts of these documents were taken from Resources in Education (RIE) and journal article citations from the Current Index to Journals in Education (CIJE). Major descriptors (marked with an asterisk*) and minor descriptors appear after each title. Descriptors are subject terms which are used in RIE and CIJE to characterize the entries and will help users of this bibliography to identify topics covered in the selections.

1. Alaskan Native School Enrollments, BIA, State, Private: Total School Enrollments, Elementary and Secondary; State of Alaska, Department of Education, Enrollment by Ethnic Group, Summary; Total Enrollment in Bureau of Indian Affairs Schools, Final School Reports, 1972-73; Private and Denominational Schools, Locations, and Native Enrollments. 1973 26p. ED 088 648
Document not available from EDRS

*American Indians; Boarding Schools; *Demography; Educational Assessment; Elementary School Students; Eskimos; Ethnic Groups; High School Graduates; High School Students; Parochial Schools; Population Trends; Private Schools; Public Schools; Research Projects; School Location; *Student Enrollment; *Tables (DATA)

Presented is the 1972-73 Alaskan native school enrollment in the Bureau of Indian Affairs (BIA) Schools, state public schools, and private schools. Charts are used to summarize the enrollment by school, educational level, and ethnic group. The state public schools have the largest number of Alaskan native students, with a total of 15,855, with 5,140 in elementary and 715 in high school. The private school total is 422--with 91 elementary and 331 high school students. Information on high school graduates is also given. (FF)

Availability: Not available separately; see RC 007 779

2. Annual Report to the Office of Indian Affairs from the Director and the Supervisors of Indian Education for the State of Minnesota, 1972-73. 1973 104p. ED 086 425

Adult Education; *American Indians; *Annual Reports; Community Control; *Educational Development; Educational Improvement; Elementary Education; *Federal Programs; Federal State Relationship; Financial Services; Nonreservation American Indians; Secondary Schools; *State Programs; Tables (Data); Tribes

The Director's section of this 1972-73 report details the tribal take-over of Johnson-O'Malley (JOM) funds and the state's Indian Education Program. The narrative portion describes JOM and supportive programs for American Indians in Minnesota. JOM supported projects cover 3 principal areas: (1) basic, e.g., transportation; (2) parental cost expenditures; and (3) special services, such as guidance counseling. Supportive programs encompass 4 areas: (1) regional

Indian material collection; (2) Public Law (PL) 81-874, Federally Impacted Areas; (3) PL 89-10, Elementary and Secondary Education Act of 1966; and (4) Chapter 966, Minnesota Aid to Indian Education Act. The report contains the state law on scholarships for eligible Indian students, amendments to section 4 of this law, and other available scholarships, members of the Indian Scholarship Committee, a brief summary of all students given scholarship assistance, and information about graduates and other students assisted in higher education and vocational schools. The report also presents the narrative report of the statewide opportunities for Minnesota Indians--Adult Basic Education Program, as administered by the State Department of Education. Statistical Tables covering such areas as the rate of school taxes and age-grade Indian enrollment (dropouts) amount to approximately ½ of this report. The Minnesota Education Committee and budgeted and non-budgeted school districts are also listed. (FF).

3. Barnhardt, Ray. Being a Native and Becoming a Teacher in the Alaska Rural Teacher Training Corps. 1973 19p. ED 088 631 HC not availabel from EDRS

*American Indians; Curriculum Design; *Elementary School Teachers; Experimental Programs; Literature; *Program Evaluation; *Relevance (Education); Rural Areas; School Community Programs; *Teacher Education; Teaching Programs; Training Techniques

The program known as the Alasksa Rural Teacher Training Corps (ARTTC) was established in 1970 as a 4-year experimental program to train native elementary school teachers for rural Alaskan native communities or for any school in the country where an Alaskan teaching certificate is acceptable. The beginning group included an even distribution of males and females ranging in age from 18 to 48 who are a mixture of 4 distinct native groups. As the program proceeded, it became apparent that it was not going to be simply a matter of applying to latest teacher training techniques. This paper explains the 3 basic questions explored in the program: (1) Why train natives to become teachers? (2) What is a native teacher? and (3) How do you train native teachers? Another area that was investigated is the curriculum: what students were doing, and what they were supposed to learn during their stay in the program. Finally, the paper discusses what participants in this experimental program learned. This evaluation and discussion of the above areas concludes that it is difficult to be a native and a teacher too. The program may not really be training "teachers" since the feed-back from the participants was that they felt more like general practitioners than specialists. Also, literature in education, as well as anthropology, is often of limited use in the program. (FF).

4. Bovee, Charles C.; Binau, David K. Culture and Career: Community for Education. 1974 10p. ED 094 923
Document not available from EDRS

*American Indians; *Career Education; College Programs; *Cross Cultural Studies; *Cultural Education; *Eskimos; Extension Education; Instructional Innovation; Language Instruction; Program Descriptions; Speeches; Teacher Aides

During the past 8 to 10 years education at Sheldon Jackson College (SJC) has shifted to a theme of culture and careers. This paper describes current SJC programs, as well as some that are being considered. The culture and native study programs, funded in 1968, began with the teaching of the Tlingit language. As a result, the first Tlingit language workshop was held in 1971, and workshops have been held yearly since then. Future plans call for the inclusion of classes in Eskimo languages and culture. Becoming increasingly aware that career programs with specific goals may be helpful to native students, SJC established a dental assistant program, later adding career education courses in forestry and fisheries. Realizing the need for native teachers, and the specific need in Southeast Alaska for teacher aides. SJC initiated a teacher aide extension program in 1971. Classes were taught by college staff who flew to isolated communities for weekend classes. Additionally, SJC has become aware that changes need to be made in instructional approaches in traditional as well as non-traditional educational settings, and therefore established a learning center in 1971-72. This center provides reading program materials; vocabulary, math, and programmed learning machines; and cassette and filmstrip equipment. (KM)

Availability: Not available separately; see RC 008 075

5. The Cherokee Project. Year 1 Report. 1974 23p. ED 093 537

*American Indians; Behavior Problems; *Demonstration programs; Diagnostic Tests; Educational Diagnosis; *Exceptional Child Education; Federal Programs; Individual Characteristics; *Learning Disabilities; Parent Participation; *Program Evaluation

The Cherokee Project, a model demonstration program for learning disabled children at Cherokee, North Carolina, began operations in 1973. Funded by the Bureau of Education for the Handicapped, Office of Education (DHEW), it is administered by the Bureau of Indian Affairs, Indian Education Resources Center (Albuquerque, New Mexico). This final report of the first year (1973-74) of the project discusses: the project's beginning; selection of target children; methods and materials used for screening and diagnoses; teacher and parent involvement; teaching methods and materials; behavior problems encountered; project evaluation; and suggestions for setting up a program for learning disabled children. The project evaluation found that: (1) 12 of the 32 target children made

dramatic improvement in their learning problems; (2) 14 made reasonable and expected progress; and (3) 6 made no significant progress. Some suggestions are: (1) become familiar with the common characteristics of learning disabled children; (2) use the WISC or SIT for intelligence testing and observe children's performance as they take the test; and (3) work individually with the children and observe how they work as well as what they know or do. (NQ)

6. Cultural Awareness for New Teachers to Hopi. 1973 4p. ED 082 914

*American Indian Culture; *Attitudes, Community Characteristics; *Cultural Awareness, Religion, *Reservations (Indian), Social Differences; Social Environment; *Teacher Orientation; *Values

The paper contains some ideas to help new teachers coming to the Hopi Indian Reservation. There are certain cultural values and taboos which the Hopi people take for granted but which non-Indians do not have. This paper gives teachers an idea of some areas which have proved to be sensitive in the past. Listed are 6 areas, such as not using snakes in the classroom since they belong to snake clan and are used for religious ceremonies. Also listed are 8 superstitions which Hopis may or may not believe--e.g., ants can get under the skin and cause bad sores, so teachers might want to think twice about an ant farm. Seven general observations are also listed--e.g., pipes have religious significance and probably should not be made by children at school. This paper is meant to make teachers aware of the Hopi culture so that they may develop alternatives that offend as few as possible. Two professional organizations to consult for assistance are mentioned--the Hopi Education Association and the National Council of Bureau of Indian Affairs Educators. (FF)

7. Downing, John; and others. A Cross -Cultural Test of the Cognitive Clarity Theory of Reading. 1973 10p. ED 095 476

*American Indians; *Beginning Reading; Cognitive Development; Cognitive Processes; Kindergarten Children; Reading; Reading Ability; Reading Processes; *Reading Readiness; *Reading Research; Reading Skills.

The aim of this study was to test a hypothesis derived from the cognitive Clarity Theory which compares Indian and Non-Indian children in two localities of British Columbia. It was hypothesized that, in comparison with Indian children, the Non-Indian children would show significantly superior performance on objective tests of cognitive clarity in learning to read. The subjects consisted of kindergarten children from two school districts. In District 1 all the Indian boys and girls were tested and compared with a sample of Non-Indian boys and girls selected by random procedures. In District 2 the same sampling procedure was followed. Five subtests of the Canadian Reading Readiness Battery were administered to the subjects. This test is experimental and contains the following subtests: orientation to literacy, understanding literacy

behavior, technical language of literacy, visual letter recognition and letter-name knowledge, and initial phonemes. The results supported the hypothesis derived from the Cognitive Clarity Theory of learning to read. The Indian children were significantly less able to recognize the acts of reading and writing, their ability to recognize and name letters was significantly poorer, and their concepts of word and letter were significantly less than those of the Non-Indian children. (WR)

8. Educational Needs of Alaska, A Summary by Region and Ethnic Group, 1972-73. 1973 94p. ED 089 918

*American Indians; Child Development; *Cultural Factors; *Educational Needs; Eskimos; *Ethnic Groups; Evaluation; Family Life; Gifted; Job Skills; Objectives; Preschool Children; Problem Solving; Reading Skills; Regional Planning; School Districts; *Social Factors.

During 1972 Worldwide Education and Research Institute conducted a statewide needs assessment in Alaska. Initially more than 2,000 Alaskans responded to an extensive questionnaire or interview about the state's schools. After gathering the data, 9 groups of representative Alaskans were convened for documenting and validating critical educational concerns. These groups were convened according to geographic region or selected ethnic grouping. The study consisted of: critical educational needs in Alaska; analysis of educational concerns; working papers for an operational philosophy of education; goals and objectives; next steps to be taken; critical educational needs of the Anchorage, Fairbanks, Juneau, and Bethel regions; and critical educational needs of the Tlingits, Eskimos, Athabascan Indians, and Aleuts. The educational needs for the various regions and ethnic groups were described for learner needs, identification of the target group of learners, criteria, criticality of need, consistent level of generality, and maximum time allowable. (PS)

9. Evaluation of White Shield School, Roseglen, North Dakota. Part B: Appendix. Research and Evaluation Report Series No. 30-B. 1974 120p. ED 099 157
HC not available from EDRS

Academic Failure; *American Indians; *Budgets; *Community Relations; *Contracts; Discipline Policy; Dropouts; Elementary Secondary Education; Evaluation Criteria; Letters (Correspondence); Parent School Relationship; Questionnaires; Records (Forms); *School Visitation; Student Alienation

As an appendix to "Evaluation of White Shield School, Roseglen, North Dakota. Part A", August 1974, this document substantiated findings of an evaluation team. A brief on-site visitation report stated that students wanted more flexible course requirements and

and firmer student discipline; teachers wanted more authority clarification on discipline (Bureau of Indian Affairs or school district); parents wanted a school program evaluation, relative to Indian student dropout and failure; and school board members wanted wider offerings in extra curricular activities and special courses that would relate positively to the Indian segment of the student population. Findings substantiated the emphasis given in this study to Indian student failure, dropout causes, and alienation, justifying the initial Indian parent concern. Included are blank questionnaires for determining the extent of school community relations, parents' rights, and information about school board meetings; copies of comparative contracts and budgets; letters; minutes (a meeting on school consolidation); individual parent reports; student disciplinary rules; memorandums; etc. (JC)

10. Espinoza, Delia; Lopez, Santiago, III. Dia de Dar Gracias. Modulo Nivel Primario. (Day to Give Thanks. Module Primary Level.) 1973 30p. ED 091 086

Activities; American Indians; Ancient History; *Bilingual Education; *Cultural Background; *Cultural Events; Food; Foreign Language Books; Harvesting; History; *Mexican Americans; *Primary Grades; Social Studies Units; Spanish Speaking; Vocabulary

Dia de Dar Gracias (Thanksgiving) is the subject of this primary level unit. The unit objectives are to: (1) know about El Dia de Dar Gracias as it is celebrated in the United States; (2) know how the Mayas celebrated it; (3) understand the context of the stories in the unit; (4) know about the main food used, the turkey; (5) distinguish other peoples' customs from those of this country; (6) develop a minimum of 3 activities on the Thanksgiving theme; and (7) answer the major part of the final exam. The unit consists of a brief history of how the Mayas, along with the ancient Greeks, Romans, and Celts, had celebrations to give thanks for their harvest before the Pilgrims did; the story "Guivito El Guajolote"; a vocabulary list; a pretest and a posttest; suggested activities; and a form for teacher evaluation. (NQ)

11. Espinoza, Delia; Lopez, Santiago, III. Modulo Navideno, Nivel Primario. Christmas Module, Primary Level.) 1973 139p. ED 091 089

Activities; American Indians; American Studies; Anglo Americans; *Biculturalism; *Bilingual Education; Creative Expression; *Cultural Background; Foreign Language Books; History; Learning Activities; Literature; *Mexican Americans; *Primary Grades; Social Studies Units; Spanish Speaking; Vocabulary

Four units are combined to form this primary level unit on Navidad (Christmas). It discusses and compares 3 cultures: the Mexican, the Chicano, and the Anglo-Saxon. The unit consists of: (1) "La Muneca Mas Bella de Wildrose", a story by Amado Nervo which shows children's feelings

12. Fagot, Madeleine. A Resource Guide on Indian Arts and Crafts for Elementary and Secondary Teachers. 1974 56p. ED 097 154

*American Indians; Annotated Bibliographies; *Art; Art Expression; Booklists; Charts; Citation Indexes; Elementary School Teachers; Films; Filmstrips; *Handicrafts; *Instructional materials; Maps; Periodicals; Reference materials; *Resource Guides; Secondary School Teachers; Tribes; Visual Aids

American Indian Arts and Crafts reference materials (published 1923-1973) are listed in this annotated resource guide for elementary and secondary school teachers. Approximately 260 listings are given for books, films and filmstrips, maps and charts, picture sets, magazines, bibliographies and indexes, slide kits, transparencies, distributor's addresses, addresses for supplies, and places to write for more information. Included is a subject index to the book section. Among the subject areas covered are sandpainting, weaving, silversmithing, music, pottery, and many other Indian art or craft forms unique to specific tribes or to the American Indian in general. (AH)

13. First Annual Report to the Congress of the United States from the National Advisory Council on Indian Education, Part 2 of 2 Parts. 1974 516p. ED 091 103

Academic Achievement; Administration; *American Indians; Average Daily attendance; Boarding Schools; Budgets; *Educational Accountability; *Educational Assessment; Eskimos; Federal Legislation; History; *Nonreservation American Indians; *Organization; Parent Participation; Personnel; Statistical Data; Student Enrollment; Tribes

Part 2 of the "First Annual Report of the National Advisory Council on Indian Education (NACIE) to the United States Congress" presents the Council's advice, opinions, and comments on the recommendations of two recent and bold federal reports on Indian education: "Indian Education: A National Tragedy--A National Challenge" and "Between Two Milestones." The complete text of both reports is given. The recommendations, indexed by subject, pertain to: self-determination, Indian policies and goals, legislation, federal funding, the Indian educational system, Johnson-O'Malley programs, Indian culture, local control and accountability, civil rights, health, and information dissemination. Part 2 also contains (1) A Statistical Profile of the Indian: The Lack of Numbers; (2) Title IV--the Indian Education Act of 1972; (3) Opportunity to Improve Indian Education in schools Operated by the Bureau of Indian Affairs--Department of the Interior; (4) A New Era for the American Indians: (5) Secretary of the Interior Morton Reports on Indian Matters; (6) Tribal Unity for Self Determination; and (7) Title IV Programs: Case Histories and Reports. (NQ)

14. Gooderham, G. Kent. Bilingual Education for Indians and Inuit: The Canadian Experience. 1974 14p. ED 104 628

Agency Role; *American Indians; *Bilingual Education; *Curriculum Development; *Educational Programs; Elementary Secondary Education; Government Role; *Individual Power; Language Instruction; Parent Participation; Teacher Education

The 1867 British North America Act consigned responsibility for the education of Canadian Indians and Inuit to the Federal Government, but churches ran the schools until the post-world war II period. Government policy from 1948 until 1969 encouraged the integration of native children into provincial educational systems. In 1969 the government proposed that all services for native people be provided through the same agencies serving the majority of citizens. Native people rejected this proposal and in 1972 demanded control of their educational system in order to preserve their cultural identity. The Federal Government accepted the principle of Indian control of Indian Education. Canadian acceptance of cultural pluralism is reflected in official support for developmental studies of indigenous languages. Language programs were developed to enable initial literacy in indigenous languages, with English or French becoming the language of instruction by Grade 4. Where parents request, the native language may continue to be taught thereafter. Qualified staff shortages are being tackled through various innovative training programs for native teachers and paraprofessionals. Efforts are underway to encourage the inclusion of native languages in provincial curricula and to develop instructional materials and strategies by consulting native parents and organizations. (Author/NQ)

15. Harkins, Arthur M.; and others. A Summary Report on Menominee Indian Education: 1968-1970. 1973 146p. ED 082 877

*American Indians; Development; Economic Factors; *Educational Change; *Educational Research; Elementary Schools; Federal Programs; History; Individual Power; Middle Schools; Parent School Relationship; Reservations (Indian); Secondary Schools; Social Change; *Student Attitudes; *Teacher Attitudes

Since July 1970 the Training Center for Community Programs (University of Minnesota) has produced 11 interim reports on Menominee education in Wisconsin. This summary is the 12th and final report on this American Indian tribe's progress since Federal trusteeship was terminated in 1965. The Menominees, now citizens of Wisconsin, still have more than cultural ties binding them and setting them apart. They have their own county and government; are stockholders in Menominee enterprises, a tribally-owned corporation; and have their own special set of economic and social problems. The summary covers the Parents and Students Committee for better education's solutions for problems in Joint District Number Eight; background of that district and its Title III (Elementary and Secondary Education Act) project; Indian parents; and elementary, middle, and high school student and teacher attitudes. Ten major problems are listed,

such as the credibility gap, institutional overload, and an insensivity to changing patterns of survival behavior. (FF)

16. Harrison, Grant Von; Wilkinson, John C. The Use of Bilingual Student Tutors in Teaching English as a Second Language. 1973 13p. ED 086 030

*American Indians; *Bilingual Education; Bilingual Students; Bilingual Teacher Aides; Bilingual Teachers; Child Responsibility; Diagnostic Tests; *Elementary Grades; *English (Second Language); Instructional Materials; Language Instruction; Program Improvement; Review (Reexamination); Second Language Learning; Supervisors; *Tutorial Programs; Vocabulary

Bilingual education, as an approach to the problem of preparing the American Indian child for entry into American public schools, has not proven satisfactory due to a lack of properly certified teachers and a tendency to thrust too much upon the child too fast. In response to this problem, a tutorial system has been devised in which bilingual, upper-grade-elementary Indian children are used as tutors for kindergarten and first-grade Indian children. Procedures to establish this system are: Phase I--to identify the critical vocabulary to meet students' needs; Phase II--to devise diagnostic tests based on the critical vocabulary to indicate individual student requirements; Phase III--to develop training materials, audio-visual materials, and home study materials for the students' tutors and to select and train adult tutor supervisors; Phase IV--to select and train bilingual student tutors and to conduct student diagnostic testing; Phase V--to assign bilingual tutors to individual students and implement instruction; and Phase VI--to conduct a post-assessment of the structured tutoring learning process, to revise the specific tutoring model for use with Navajo children, and to revise the general tutoring model to optimize it for use in second language instruction. (Author/HW)

17. Henderson, Ronald W.; Swanson, Rosemary. Parent Training and Utilization of Knowledge from Research on Cognitive Socialization. 1974 27p. ED 097 113

Academic Achievement; *American Indians; Cognitive Development; *Elementary School Students; *Inquiry Training; *Intervention; Paraprofessional School Personnel; *Parent Participation; Questioning Techniques; Role Models; Socialization; Training Techniques

American Indian paraprofessionals were trained to teach parents to use social learning principles to develop question-asking skills in their first-grade children. Subjects were assigned to three treatment groups of 10 subjects each for a time lag control form of multiple baseline design. Two hypotheses were tested; (1) instruction by parents would result in increases in question-asking over the duration of the study,

and (2) following each intervention period, treated groups would perform better than untreated groups. Both hypotheses were confirmed. "A priori orthogonal t-test comparisons were all significant beyond .01. Variables relating to individual differences in response to instruction were also studied. (Author/CS)

18. Hunter, William A., Ed. Multicultural Education Through Competency-Based Teacher Education. 1974 283p. ED 098 226

American Indians; *Cultural Pluralism; *Minority Group Teachers; Negroes; *Performance Based Teacher Education; *Performance Criteria; Spanish Americans; Spanish Speaking; Teacher Attitudes; Teachers

This publication is the result of a Multicultural Education/Competency Based Teacher Education (M/CBTE) project which, among other objectives, sought to bring together the findings of separate studies, projects, and research efforts. The project proposed to take a broader approach to the overall problem of quality education by seeking to identify generic concerns and needs common to all ethnic groups and diverse cultural situations. The project at the same time sought to identify those needs felt to be unique or more relevant to certain cultural circumstances and situations than others. Part I of this document is in the form of a prologue; it is entitled "Antecedents to Developments of and Emphasis on Multicultural Education." Parts 2-5 were written by four educators and/or teams from the black American, Spanish-speaking American, and native American Academic communities who were invited to contribute. Part 2 treats teacher competencies from the perspective of the black American educator. Part 3 treats teacher competencies from the Spanish-speaking educator's perspective (including views of Puerto Rican Americans, Chicano Americans, and Cuban Americans). Part 4 treats teacher competencies from the porspective of the native American, recognizing the divergencies of views among the nearly 300 tribal groups. Part 5 seeks to identify teacher competencies common to all groups as well as those recognized in the general society as evidence of accepted requirements and standards. (Editor/JA)

19. Indian Education: Steps to Progress in the 70's. 1973 57p. ED 081 537

*American Indians; Bilingual Education; Boarding Schools; Boards of Education; *Educational Objectives; *Federal Programs; Parent Participation; *Reservations (Indian); Self Concept; Teacher Education

The booklet acquaints individuals with the Federal education programs serving American Indian students. Included are brief reports on some of the innovative approaches to education--i.e., individualization and open classrooms--in Bureau of Indian Affairs (BIA) schools. It delineates the broad parameters of the BIA's efforts in school operation, assistance to Indian college students, adult education, and cooperation with public schools enrolling Indian students. It gives information on the important

movement of the past few years toward increased Indian participation in their education programs. It is felt that this booklet indicates the determination, on the part of the Indian people, the BIA, President Nixon, Congress, and people of the United States to keep these promises so that the 70's will be a period of educational growth and progress for American Indians. (FF)

20. Indian Health Trends and Services, 1974 Edition. 1974 85p ED 098 009

*American Indians; Data Analysis; Disease Rate; Health Facilities; Health Personnel; *Health Services; Infant Mortality; *Program Effectiveness; *Tables (Data); *Trend Analysis

The American Indian Health Service (AIHS), subsidiary of the Department of Health, Education, and Welfare, is dedicated to elevating the health status of Indian and Alaskan native peoples by: developing modern health facilities; encouraging Indian acquaintance with and participation in existing programs; being responsive to the concept of self-determination; and by providing options for management, guidance, and participation in the planning, operation, and evaluation of AIHS delivery systems. Operational gains described in this report include: (1) a decrease in disease and death rate (infant death rate down 62 percent; gastroenteritis down 86 percent; influenza/pneumonia down 57 percent; early infancy mortality down 81 percent); (2) an increase in acceptance and use of AIHS (hospital admissions doubled; out patient services quintupled; dental services quadrupled; and hospital births spiraled, eliminating home births); (3) an increase in personnel (physicians up from 125 to 486, dentists from 40 to 180, and registered nurses from 780 to 1,100); (4) an increase in new facilities (13 hospitals, 17 health centers, and 58 field stations). Alteration of 14 standing facilities and implementation of a comprehensive environmental program are also reported. Statistical data, indicative of current trends, are provided for the following areas of concern: natality, infant and maternal mortality, morbidity, medical services, dental services, family planning services, nursing services, environmental services, pharmacy workload units, and service costs. (JC)

21. Jackson, Virginialee D. A Descriptive Study of Teacher Education Programs for Navajo Indian College Students. 1974 50p. ED 092 296

Alternative Schools; *American Indians; College Students; Community Involvement; *Elementary School Teachers; Federal Programs; History; Philosophy; *Program Descriptions; *Reservations (Indian); *Teacher Education

The paper describes four alternative teacher training approaches offering Navajo Indian college students the opportunity to become certified classroom teachers within proximity of their homes and jobs on the reservation. Programs discussed include Navajo tribal teacher education program, career opportunities program, teacher corps, and a representative regular college program offered by Northern Arizona University, Flagstaff. The purpose of the paper is to give prospective Navajo teachers insight into the ways and means of obtaining the education prerequisite to becoming fully certified elementary school

teachers, hopefully encouraging an increased number of Navajos to enter the teaching profession and to remain on the reservation. Two of the approaches discussed are associated with nationwide, federally funded programs. An attempt is also made to describe the history and philosophy of the career opportunities program and teacher corps. (Author/KM)

22. Kalectaca, Milo. Competencies for a Hopi Reservation Teacher: Hopi Background Competencies for Teachers. Teacher Corps Associates: Resources for CBTE, No. 7. 1973 40p. ED 095 152

*American Indian Culture: *American Indians; *Hopi; Performance Based Teacher Education; Performance Criteria: *Reservations (Indian); *Teacher Interns

This module cluster is designed to enable intern teachers to acquire knowledge of the Hopi village and tribal government, community and service agencies, history, value system, religion, and education. The rationale for the module cluster is based on the assumption that the reservation teacher is totally unaware of the Hopi child's culture, history, and language. This cluster contains the following modules: community description, community history, community value system, community religion, and community education. For each module, the following information is given: objectives, prerequisites, pre-assessment, instructional activities, post-assessment, and remediation. Also included in this module cluster are a list of suggested resources and flow chart of the intern's progress through the various modules. (JA)

23. Kalectaca, Milo. Competencies for Teachers of Culturally Different Children: Teacher Competencies for Teaching Native American Children. 1974 18p. ED 091 379

*American Indians; Cultural Differences; *Cultural Factors; *Cultural Pluralism; Inservice Teacher Education; *Performance Based Teacher Education; Preservice Education; *Teaching Skills

This paper discusses competencies needed for teaching culturally different children. First, competencies are discussed that enable the teacher to gain community support and maneuver within the students' environment in the community. Proficiencies needed for teaching language, history, and religion are described. Second, a preservice instructional program is described which focuses on giving a total picture of the Indian child in the home and school environment. Seven general competencies and several specific competencies in the areas of instruction, community, and student-teacher relationships for the teacher intern are listed. Third, 13 competencies for teaching in a multicultural society are presented which include recognizing that all cultures have the same human needs, helping students understand their values and attitudes, and instilling in students an appreciation of human diversity. Finally, an ideal competency-based teacher education (CBTE) program for teaching in a culturally diverse society is described, and seven basic characteristics of CBTE are discussed. The author concludes that the goal of CBTE

should be to provide the kind of trainees for differentiated staff positions who are supportive of the innovative changes needed for effective educational development. An 8-item bibliography is included. (PD)

24. Lowry, Carlee S. Safety Education Curriculum. 1973 54p. ED 089 897

Accident prevention; *American Indians; Attitudes; Community Involvement; Curriculum Development; *Curriculum Guides; Elementary Grades; First Aid; Habit Formation; Health; *Individual Development; Intermediate Grades; *Safety Education; School Responsibility; *School Safety; Secondary Grades; Self Care Skills

The safety education program for Bureau of Indian Affairs (BIA) schools was prepared as a simplified guide for teachers to use in grades 1-12. Safety programs in schools should develop knowledge, habits, and attitudes in order to eliminate, as far as possible, the dangers of accidental death or injury to children. It should inform these future adults of their responsibilities for providing safe and efficient school plant and transportation facilities, including adequate instruction and a medical examination for school bus drivers. Safety is usually considered an area of health instruction and should receive emphasis in relation to the students' and the community's needs. In this curriculum guide, students are divided by grade into 5 categories (i.e., grades 1-3; grades 4-6). Desired outcomes in terms of knowledge, attitudes and practices, suggested experiences and activities, and evaluations are given for each. For grades 10-12, suggestions are made for including safety instruction in subject areas such as home economics, agriculture, and science. First aid practices that every student should know are explained for both elementary and high school students. The document also includes references, sources for free safety materials, and a source and availability index for filmstrips. (KM)

25. Macdiarmid, Jim. The Student in a Bilingual Classroom. 1974 8p
ED 094 921
Document not available from EDRS

*American Indians; *Bilingual Education; *Cross Cultural Studies; Curriculum Development; English (Second Language); *Eskimos; Intercommunication; *Native Speakers; Needs; Primary Grades; Relevance (Education); Speeches; Teacher Education; Teacher Workshops

Both Alaska and the Canadian North are taking a serious look at bilingual education, especially in the primary grades. In the Yupik bilingual program in primary grades, children receive basic instruction in Yupik, with gradually increasing instruction in English as a second language (ESL). For instance, in Grade 1 students receive ESL instruction for a half-hour twice a day and in Grade 2 it is increased to two 45 minute periods a day. Most of the Yupik teachers in the program have had training in

basic literacy during the summer months. Additionally, to support these teachers in their programming, the Eskimo language workshop (Center for Northern Education, University of Alaska) is continuously developing materials relevant to the primary curriculum. The one area which may require some work in the Yupik bilingual program is training in methodology. Since ESL teachers have many needs that are similar to these of the Yupik teachers, they were included in workshops held for Yupik language teachers. Also, it is vital for Yupik and ESL teachers to work as a team so that the ESL section will not be a separate entity from the rest of the child's programming. Certain facets from the Yupik language part of the day can and often should be reflected in the ESL portion. It was noted that the needs of many of the teachers, both Yupik and ESL, are identical to the needs of teachers in the Northwest Territories (Canada). There is a great deal to be learned through communication between teachers in these 2 areas. (KM)

Availability: Not available separately; see RC 007 779

26. Mack, Louise; Flowers, Hazel. Providing K-12 Multi-Cultural Curricular Experiences. Revised Edition. 1974 75p. ED 099 447

African American Studies; American Indians; *Biculturalism; Cultural Interrelationships; Curriculum Development; *Curriculum Guides; *Elementary School Curriculum; *High School Curriculum; *Kindergarten; Mexican Americans; Multicultural Textbooks; Negro History; Puerto Ricans

This curriculum guide seeks to provide teachers with a brief account of four minority groups in the United States: Afro-Americans, American Indians, Mexican-Americans, and Puerto Ricans. Because Afro-Americans constitute the largest minority group, they are dealt with more extensively than the other three groups. This curriculum guide is designed to be used by teachers in all subject areas in grades Kindergarten through 12, as they incorporate minority history and culture into the total curriculum. Teachers should not be limited by the information and sources in this publication; due to space limitations, the guide is a highlighting of events rather than a comprehensive history. There are three ways to locate information; by subject matter, by date, and by means of the alphabetical index. To speed the location of material pertaining to Ohioans and Ohio history, a color screen has been applied to this material. This curriculum guide lends itself to a variety of teaching methods. Two of these are: (1) "Present-to-Past." This method capitalizes on students' awareness of current events. What is happening today is studied and discussed in relation to former events. (2) Related Events. Since no event occurs in a vacuum, teachers of various subjects can relate their discussion of inventions, scientific discoveries, artistic triumphs, great newspaper editors, to other happenings of the time period being discussed. (Author/JM)

27. Markowitz, Alan; Haley, Frances. A Bilingual Navajo Curriculum Project. Profiles of Promise 16. 1973 4p ED 095 073

American Indian Culture; American Indian Languages; *American Indians; Biculturalism; *Bilingual Education; Bilingualism; Bilingual Schools; Cross Cultural Studies; Curriculum Development; Elementary Education; *English (Second Language); Instructional Materials; Language Programs; *Navaho; *Reading Programs; Rural Education

Ninety-six percent of the students who enter first grade in the San Juan School District, Blanding, Utah, cannot speak or understand English. They are Navaho and attend school on the Navaho reservation. A unique bilingual Navaho curriculum project has been developed to provide learning materials in the Navaho language to enable the child to learn when he first enters school, regardless of the language he speaks. Using film-strips, cassette recordings, slides, 16 mm films, book illustrations, and the printed word, the project translates the learning materials found in the classroom into the Navaho language. Major objectives of the San Juan Educational program are to provide instruction in the language the child understands best so that he does not become retarded in the academic areas while learning the common instructional language; build a positive self image of all children; and develop closer communication and understanding between parents and teachers. Evaluation shows that the Navaho children in the program have improved in their reading and in their attitudes toward school. (Author/DE)

28. Matsushige, Susan, Comp. Evaluation of White Shield School, Roseglen, North Dakota. Part A: Evaluation Report. Research and Evaluation Report Series No. 30-A. 1974 91p. ED 099 156

Academic Failure; Administrator Evaluation; *American Indians; Bias; Budgets; *Community Relations; Curriculum; *Educational Objectives; Elementary Secondary Education; *Evaluation; Management by Objectives; Parent School Relationship; *Performance Specifications; Personnel Evaluation; School Visitation; Testing Programs

In response to a request from concerned Indian members of the community of Roseglen, North Dakota, an evaluation team visited White Shield School (an elementary/secondary school of 303 students, 50 percent Indian) on May 13-17, 1974 to survey: identification and classification of goals. objectives, and purposes; distinguishing between perceptions of administrators, faculty, students, community, tribal leaders, and parents; school facilities; operational costs, particularly per student cost; student personnel (via personal records and interviews); educational goals (vs. actual program), establishing priorities, and recommending programs in terms of long range educational plans. Findings emphasized a high rate of failure and underachievement among Indian students; minimal community school interaction (due to poor administration, which minimized informational communication); lack of written education, parent/school,

administrative, or personnel policies; lack of available data on curriculum policy; and a recognizable tax break in favor of Non-Indian constituencies. The cooperative agreement between the Bureau of Indian Affairs, and the school district was found to be "vague" and "outmoded,...obviously not drawn up by a lawyer." (JC)

29. McCartin, Rosemarie; Schill, William John. An Experiment with Three Methods of Instruction for Indian Elementary School Children. 1974 21p. ED 088 616

Academic Achievement; *American Indians: Audiovisual Instruction; Educational Research; Elementary Grades; *Elementary School Students; *Instructional Design; Learning Characteristics; Methodology; Research Projects; Reservations (Indian); *Student Characteristics; *Student Testing; Textbooks; Visual Learning

The report detailed an experiment with 3 methods of instructing American Indian children in Taholah Elementary School (Quinault Reservation, Washington State). To assess the relative value of instructional methods in the school, 2 conditions had to prevail. The content of the lessons was to be unknown to pupils at all grade levels, and the content should be of general interest to the students. To satisfy these conditions, the study of the nature of cities was selected for its interest appeal. The 3 instruction methods were: (A) a method that relied totally on textual materials that the students have to read; (B) a method that required the text to be presented orally by the teacher with supplemental pictures; and (C) a visual presentation with large overheads followed by an oral teacher presentation. The experiment used a 3x3x3 design. The 3 dimensions--grade, concepts, and methods--were each divided into 3 parts. The 6 grades were divided into 3 groups: 3-4, 5-6, and 7-8. A total of 104 pupils were used in the experiment. Analysis of student achievement by the individual concepts across methods yielded an F-ratio which was not sufficiently large to be significant. The F-ratio on the central place concept was .15, on the special function concept .24, and on the break-of-bulk concept it was 1.1. (FF)

30. McPherson, Norm. Towards a Cross-Cultural Program in the N.W.T. 1974 13p ED 094 927
Document not available from EDRS

Advisory Committees; *American Indians; Bilingualism; Communication (Thought Transfer); Community Involvement; *Cross Cultural Studies; *Educational Philosophy; *Eskimos; Program descriptions; Relevance (Education); School Schedules; Speeches; Teacher Aides

Indian Education programs in Canadian Northwest Territories (NWT) are based on the philosphy of communication, local involvement, relevancy.

To implement these, the NWT Education Department has developed made-in-the-NWT curriculum handbooks--a curriculum guide for K-6 and learning in the middle years. In the NWT's 62 schools, there are over 100 native classroom assistants who not only help to bridge the gap between home and school, but who also have helped implement the native language program in the first 3 years of school. For the past 4 years, NWT has sponsored a teacher training program for Native northerners. For local involvement and cultural inclusion, nearly every NWT has an advisory committee made up of local people. At Rae-Edzo, an all Indian school of some 300 pupils, the entire operation of the school has been turned overto the Rae-Edzo school society, whose members are elected by the community. Largely at the insistence of local advisory boards, there are now 2 school years in the NWT. In most of the larger settlements, school is in session from early September until the end of June, while in the predominantly Eskimo and Indian settlements, school commences in mid-August and finishes in May so that families may go out to the fishing and sealing camps. The NWT also has programs in the Eskimo language, dental therapy, adult education, vocational training, and higher education. (KM)

Availability: Not available separately. See RC 008 075

31. Michal, Mary L.; And Others. Health of the American Indian. Report of a Regional Task Force. 1973 34p ED 091 113

Communication Problems; Death; Dental Health; Diseases; *Economically Disadvantaged; Family Planning; *Health Services; Infant Mortality; *Nonreservation American Indians; Nutrition; *Reservations (Indian); Sanitation Improvement; Suicide

Good health is the result of such factors as sanitation, adequate housing and clothing, nutritional food, and a health delivery system which protects against contagious diseases by immunization, provides for early detection and treatment, provides health education to promote practices that will prevent diseases, and gives services in a culturally acceptable way. This report discusses American Indian problems in securing any of these health conditions. These problems are categorized into four levels: (1) the differences in the key health indexes between Indians and Non-Indians and unique health problems which seem to affect Indians more often or severely than other populations; (2) specific health needs such as dental care, family planning, and an adequate diet; (3) making services accesible and acceptable by removing barriers of distance, culture, and poverty; and (4) basic problesm of sanitation and housing. The extensive interaction of the various factors in each of these levels is discussed for reservation and off-reservation Indians. (NQ)

32. Miller, Louise. A Need for a Competency Based Teacher Education for Native Americans. Position Paper. 1974 25p ED 091 387

*American Indians; *Cultural Pluralism; *Educational Needs; Educational Practice; *Effective Teaching; Models; *Performance Based Teacher Education

This paper addresses: (A) problems in the education of native Americans caused by prejudice and the coercive assimilation policy of the federal government, and (B) the need for improvement of education for Indians. The prime requisites for change must be generated in a climate of willingness on the part of educational institutions to assume responsibility of their role as change agents and validate the definition of educational expectations, needs, and priorities as defined by the Indian community. Those definitions of educational needs by the Indian community should then be processed into existing teacher training programs as viable and essential components in the teacher training process. One of the most comprehensive models that deal with the training of teachers for the ethnically different child is being developed at the Institute for Cultural Pluralism, San Diego State University. It is composed of four basic components: (A) philosophy of education for the culturally and linguistically different, (B) sociocultural awareness in the home and community, (C) oral language and assessment techniques, and (D) diagnostic and prescriptive strategies. The competency statements of this program are included in the paper, as is a brief bibliography. (HMD)

33. A Modest Proposal. An Expression of Children's Needs by People in Rural Alaska with Recommendations for Positive Change. 1973 376p ED 089 921

*American Indians; Biculturalism; Bilingualism; *Childhood Needs; Community Influence; Early Childhood Education; *Educational Needs; Ethnic Groups; Objectives; *Parent Participation; Regional Planning; *Rural Areas; School District Autonomy

The specific concerns and recommendations that the people of rural Alaska made about their educational system are documented in this report. The major need areas indicated in the reports include bicultural curriculums and bilingual instruction, the relationship between the community and the school, local control and local planning, and the availability of secondary education in local communities. These reports were submitted to the Alaska state-operated system by The Aleut League, The Bering Straits Native Association, The Bristol Bay Native Association, The Copper River Native Association, the Northwest Alaska Native Association, The Southwest Alaska Native Association, and The Tanana Chief's Conference.

In many cases the ideas of the parents are presented in their own words. A summary of needs and objectives is presented in each report. (PS)

34. A Note on Sahaptin Baby Talk. Papers and Reports on Child Language Development, No. 5. 1973 4p ED 101 560

*American Indian Culture; *American Indian Languages, *Child Language; Descriptive Linguistics, Language Development; Parent Attitudes; Speech; *Speech Habits; Verbal Communication

The Yakima Indians of central Washington, speakers of Sahaptin, believe that children should be treated with great respect. For the most part, the Yakimas express strongly negative attitudes about using any form of baby talk while speaking to children. Through interviews conducted with native speakers of Sahaptin, a list of words and expressions used only with children was gathered, although the informants denied that there is baby talk in Sahaptin. The eight baby talk items elicited in the interviews are described here. (PMP)

35. Open Concept School for Indian Education . End of Budget Period Report, 1972-73. 1973 72p ED 091 117

*Academic Achievement; *American Indians; Cognitive Development; Disadvantaged Group; Elementary School Students; Federal Programs; Individualized Programs; Objectives; *Open Education; Performance Factors; Preschool Children; *Program Evaluation; Psychomotor Skills; School Community Relationship; Skill Development; Socioeconomic Status; *Tables (Data)

The Michigan Department of Education's 1972-73 Title III evaluation reports on the Elementary and Secondary Education Act (ESEA), Title I Open Concept School Program for Indian Education in the Sault Sainte Marie area public schools. Of the 190 students in the school, 103 were of American Indian origin; 59% were from low socioeconomic groups. The program included students from 3½ years of age to 14½ years of age. The major goals were: to demonstrate the feasibility of an open concept neighborhood school for the education of Indian children; to create closer community-school relationships; to improve the performance of students in cognitive skills; to broaden student behavior in affective skill areas; and to increase student mastery of psychomotor skills. Parts I and III give data by ESEA evaluation form; the major content of the report is contained in the independent evaluator's report and interim report. This indepedent report focuses on the cognitive and psychomotor development of students in the open concept school; on the program's accomplishment of its stated objectives; and on the operational features of the program as perceived by staff and parents. The report covers: observations of teachers; experimental, control schools; on-site observations; parent and staff questionnaires; staff interviews; junior

high follow-up; a review of achievement data; and conclusions and recommendations. Most of the information is also presented in tabular form. (KM)

36. Potts, James Elliott. A Study of the Retention of Indian Children in Grade One in Nova Scotia Elementary Schools and the Influence of Language and Pre-School Orientation in 1971-1972. 1973 151p ED 082 918

Achievement; *American Indians; Attendance; *Dropouts; *Elementary School Students; *Grade 1; *School Holding Power; School Role; Tables (Data)

The study examined the records of all American Indian children who were in grade I in 1971-72 in all elementary schools in Nova Scotia to determine the number of these children retained in grade I. The method was a descriptive survey technique. The total population of grade I students was 134. The most significant finding was that 96 children of the total 134 had been moved to grade II in september 1972. It was found, moreover, that out of the total, 64 had never been retained at any level prior to being moved into grade II. In reverse, it was found that 70 children had been retained for at least their second year. In analyzing the language background of the 64 children who were able to move into grade II, it was found that 39 of the grade I population came from homes where the commonly used language was Micmac. The repeat rate of native children is reduced when they have had pre-grade I orientation. Eight recommendations are presented--e.g., in all programs in the pre-grade I area, as well as in other areas, that there be a maximum parental involvement. Other research which should be eventually undertaken is a continuation of the current study on a longitudinal basis. The basic raw data about each of the 134 children could be followed over the next 12 years on a year-to-year basis. (FF)

37. Pratt, Wayne T., ed.; Ramey, Joseph H., ed. Emerging Role of the Teacher Aide in Navajo Education. A Guide Book. 1974 179p ED 099 151

*American Indians; *Bilingual Education; Counseling; Creative Activities; Curriculum Development; Language Arts; Parent Teacher Cooperation; *Role Perception; Second Language Learning; Story Telling; *Teacher Aides; *Teaching Guides; Team Teaching

Based on the experiences on 52 Navajo teacher aides in a 10 week training course (1974), this teacher aide guide book for all grade levels is primarily descriptive, though "Helpful Hints" are provided for teacher aides in Bureau of Indian Affairs Schools for Navajo children. Emphasizing the importance of the teacher aide's role in the "team teaching process", teacher aides are encouraged to envision their role

as a "vital link in the team teaching process" and to seek further professional training so that they ultimately qualify as teachers. Brief sections on the American Indian, in general, and the history of Indian education, in particular, are followed by chapters dealing with: curriculum development (definitions, contributions, and suggestions); language arts (emphasis on the importance of communication skills); the English phonetic system (illustrations, arranged for easy reproduction, include pictures with written and printed alphabets); storytelling (the art of stimulating storytelling is described with examples of stories told by children); creative activities (25 specific activities); counseling (approaches); parent/teacher relationships and parent/teacher aide relationships (emphasis on the importance of communication); role differentiation (examples of practices considered both helpful and detrimental to the teaching-learning process); and illustrated creative projects. (JC)

38. Public School Survey of Construction Aid Needs Related to the Education of Reservation Indian Children. Research and Evaluation Report Series No. 31. 1973 70p ED 099 155

American Indians; *Construction Needs; *Educational Facilities; *Educational Finance; *Elementary Secondary Education; Enrollment; Equalization Aid; Policy Formation; *Public School Systems; Questionnaires; *Reservations (Indian); School Surveys; Tables (Data)

Resulting from a House Appropriation Subcommittee's interest in the need for adequate school facilities for reservation American Indian children in public school districts, a survey of the construction aid needs of all eligible districts was conducted. Objectives were to: analyze and interpret data from school districts in the 23 states participating in the Johnson-O'Malley Act Program; evaluate closely related and concomitant information pertaining to enrollment growth, Indian impacts, resources ability factors, with a priority basis to follow; and develop general policy and guidelines for use by the Bureau of Indian Affairs in funding construction in areas of high Indian enrollment and for meeting backlogs which along with the regularized program will provide a total federal policy to improve federal interaction with Indian impacted public school districts. Questionnaires were sent to some 458 public school districts; 162 districts in 21 states responded. Some findings were: immunity of Indian reservation lands from taxation is an important factor in the school district's ability to finance needed facilities; based on the widely accepted ability measure, the amount of taxable evaluation behind each child, Indian related school districts are much "poorer" in comparison with similar type districts in their states; and unused bonding capacity is a vital factor in most school districts' ability to share the cost of constructing facilities for the education of reservation based Indian children. (NQ)

39. Report of Final Evaluation, ESEA Title I Projects, Fiscal Year 1974. Phoenix Area, Bureau of Indian Affairs, Department of Interior. Final Report. 1974 87p ED 106 033

*Academic Achievement; *American Indians; *...al Reports; Expenditures; Language Development; Mathematics; Paraprofessional School Personnel; Parent Participation; ...ofessional Personnel; Reading; Special Education; Student; Enrollment; *Summative Evaluation; *Tables (Data)

The Elementary and Secondary Education Act Title I Projects operated in the Bureau of Indian Affairs (BIA), Phoenix area, during fiscal year 1974 are summarized in this evaluation report on a grade by grade-school by school basis. Data, presented in chart and graph form, cover: the BIA's organization; student enrollment in the Phoenix area; expenditures by school; student participation by component and school; professional and paraprofessional staff; parent council involvement; and student achievement in reading, language, mathematics, science, and special education. The data presented in this report show that most of the Title I projects were highly successful in fiscal year 1974. Students in 8 of the 11 grades gained at or above the national average in reading and math. Special education students in 10 of the 11 grades had gains higher than expected without Title I; and in 2 grades, the gains were higher than the national average for nonspecial education students. (NQ)

40. The State of Navajo Education. 1974 78p ED 098 012

Accreditation (Institutions); *American Indians; Bilingual Education; *Board of Education Role; Certification; *Decentralization; Early Childhood; Educational Equality; *Educational Objectives; Educational Quality; *Educational Responsibility; Speeches

Ten working papers covered the following topics: (1) centralized vs. local schools, (2) self-determination and contracting, (3) implications of the tribal plans in education, (4) Navajo professionals (Indian preference), (5) public schools and Navajo school system, (6) Standards (Certification and Accreditation), (7) bilingual education, (8) guaranteed education, (9) school board authority, (10) early childhood. In general these papers raise questions which primarily relate to the concepts of self-determination, localization, tribal involvement, educational standardization, bilingualism, educational guarantees, functional Navajo school boards, and early childhood development programs, all of which point to a growing concern with and dedication to self-determination. (JC)

41. Streiff, Paul R. Management Decisions in Indian Education. Audio/Visual Scripts for a Seven Program Series on School Management Options. Research and Evaluation Report Series No. 32. 1975 150p ED 101 886

*American Indians; Community Control; Curriculum; *Decision Making; Educational Administration; *Educational Alternatives; Educational Assessment; Filmstrips; *Parent Education; Private Schools; Public Schools; School Planning; *Scripts; Self Actualization; State Federal Aid; Tape Recordings

Designed to promote informed decision making among Indian people whose children are currently attending a school operated by the Bureau of Indian Affairs (BIA), this script for a seven-part program is made up of filmstrips and recordings which both ask questions and provide information. Program 1 is an introduction/orientation program centered around the fact that by June 30, 1975 at least one-fourth or 50 of the BIA schools "will operate under the management system chosen by those served by the school." Program 2 is concerned with needs assessment--evaluation of: educational goals of students and community; curriculum; activities outside the classroom; and school administration. Programs 3-6 define four known school management options--(1) the federal school; (2) the public school; (3) the tribal-private or contract school (legally authorized by written contract between the BIA and a tribally authorized group); and (4) the combination school (a combination of the legal and financial aspects of public, federal, and tribal-private schools). A fifth option is described as any new school program that has not yet been tried. Entitled "Another Look: It's Your Move", Program 7 reiterates the options presented in programs 3-6 and emphasizes the necessity for informed decision making on the part of parents. (JC)

42. Sullivan, Troy. A Cultural Transition. 1974 13p ED 094 924
Document not available from EDRS

*Adjustment (To Environment); *American Indians; *Cross Cultural Studies; Cross Cultural Training; Curriculum Development; *Eskimos; Federal Aid; Federal Programs; Program Descriptions; Speeches; State Programs; *Teacher Aides; *Training Objectives

The original impetus for Alaskan Instructional Aides was derived from the Alaskan section of the Bureau of Indian Affairs (BIA) and was jointly funded by them and the Manpower Development and Training Act. Since that initial program in 1966, the BIA has funded 2 additional programs training instructional aides for BIA schools in Alaska. More than 80 aides, graduates of 3 training sessions conducted from 1966 to 1968, are now employed in almost as many native villages and towns. Cultural and language differences in Alaska, together with social and economic problems peculiar to a people forced into rapid adjustment to modern living, give a special urgency to these programs. It is vital

that this training be continued to provide at least one aide in each of the BIA schools not yet included in the program. There are also more than 200 state-operated elementary schools that would benefit from such a program. Immediate consideration should be given a plan to expand the program by including 2 additional steps for teachers' assistants and teachers' associates. A 2 year course for associates would qualify them as graduates who could occupy professional and responsible positions; assistnats would be able, under supervision, to perform many specialized tasks; and the present training for aides would still continue to supply those who perform vital non-instructional functions. (KM)

Availability: Not Available Separately, See RC 008 075

43. Valencia, Atilano A. The Cognitive and Affective Development of Elementary School Children In A Bilingual-Bicultural Learning Environment. A Study of the Grants Bilingual-Bicultural Education Program, Grants, New Mexico. 1974 38p ED 096 033

Affective Behavior; American Indians; Anglo Americans; Biculturalism; *Bilingual Education; *Cognitive Development; *Elementary School Students; Learning; *Program Evaluation; *Spanish Americans; Statistical Data; Testing

Providing relevant data, analyses, and observations, with particular reference to the cognitive and affective development of bilingual children, the 1973-74 grants bilingual-bicultural program evaluation determined the personnel's attitudes and perceptions about program components and operations and the children's responses to Bilingual-Bicultural instruction. Native American, Anglo, and Spanish surnamed children from 9 classroom groups (6 program and 3 non-program) in grades 1, 3, and 5 comprised the sample. Tests administered in Spanish and English, a 30 item questionnaire, and classroom observations were used. Due to the lack of tests in Native American dialects, reference to observations of Native American cultural features in the program was made rather than to cognitive achievement based on the tests. Tests included the Inter-American Series' Tests of Reading, The General Ability Test (Spanish version), and the Science Research Associates, Inc. (SRA) Achievement Series, Form E/Blue Level and The Primary Edition, Form E, Primary I and II. Some findings were: students gained significantly in oral vocabulary, numbers, general concepts, and cognitive processes based on verbal and pictorial stimuli in Spanish; 3rd grade students measured at or beyond grade level on the SRA test; and the personnel felt the program was well coordinated, sufficiently supplied with materials and equipment, and effective in developing the children's bilingual ability and cognitive skills. (NQ)

44. Warrior, Della C. Report on Native American Assessment Colloquy (Alburquerque, New Mexico, February 26-27, 1973). Summary. 1973 99p ED 085 103

*American Indians; Child Development; Community Involvement; *Cultural Awareness; Disadvantaged Youth; Educational Change; Educational Objectives; Intervention; *Paraprofessional School Personnel; Parent Participation; *Preschool Education; Teacher Attitudes; *Training

This report includes a collection of eight papers presented at the Native American Colloquy. The All-Indian consultants discuss the implications of the CDA concept as it relates specifically to Indian curriculum, tribal education, training, educational change and assessment. The presentations are of particular value to administrators, early childhood teachers and specialists. (Author/SET)

45. Wax, Murray L.; Breunig, Robert G. Study of the Community Impact of the Hopi Follow Through Program. Final Report. 1973 65p ED 096 037

*American Indians; Anglo Americans; Community Influence; Culture Conflict; Definitions; English (Second Language); *Interaction; *Parent Attitudes; *Parent Participation; Program Evaluation; *School Community Relationship

The social and cultural distance between the schools serving American Indian children and their communities has been viewed as the source of many of the basic problems in Indian education. In 1968 the Hopi Indian tribe of Arizona instituted a follow through program to provide for such parental involvement in their schools' educational processes. This study looked at how Hopi parents defined formal education and the school and how that definition was affected by participation in the school program via follow through. Between 1970 and 1972 studies were make of Hopi attitudes toward formal education utilizing participant observations and semi-formal interviews. P.T.A. meetings, classrooms, teachers' and principals' meetings were observed. Using a standard questionnaire, 178 parents were interviewed. As a result of Hopi-Anglo interactions withing the school context for the past 100 years, Hopi parents degined the schools as Anglo institutions where their children are sent to learn Anglo skills, especially English. Parental involvement via the Follow Through Program did not significantly change his definition because the program, designed and implemented from without the community, tended to reinforce and perpetuate the basic patterns of Anglo-Hopi interactions. (Author/NQ)

References from Current Index to Journals in Education (CIJE)

1. A Bilingual Education Project In Choctaw. Education Journal of the Institute for the Development of Indian Law; 2; 2; 12-13, September 1973. EJ 103 065

   *American Indians; *Bilingual Education; *Choctaw; *Elementary School Students; *Program Descriptions; Biculturalism; English (Second Language); Individual Development; Inservice Teacher Education; Self Concept

2. Building A Cultural Bridge. Instructor; 82; 7; 66-68, March 1973. EJ 072 630

   *American Indian Culture; *American Indian Languages; *Biculturalism; *Bilingual Education; Child Development; Kindergarten Children; *Navajo; Reservations (Indian); Second Language Learning; Teacher Workshops

3. Cinquain Poetry. Weewish Tree; 2; 1; 19-24, September 1973. EJ 083 187

   *American Indians; *Elementary Grades; *Grade 2; *Grade 3; Poetry

4. Cundick, Bert P.; And Others. Changes in Scholastic Achievement and Intelligence of Indian Children Enrolled in a Foster Placement Program. Developmental Psychology; 10; 6; 815-820, November 1974. EJ 109 738

   *American Indians; *Academic Achievement; *Foster Homes; *Elementary School Students; *Junior High School Students; Environmental Influences; Minority Groups; Intellectual Development

5. Davis, Thomas; Sanderson, Fred. Community Counselors and the Counseling Process. Journal of American Indian Education; 14; 1; 26-29, October 1974. EJ 107 820

   *Change Agents; *Counseling; *Counselors; *Reservations (Indian); *School Community Programs; Parent Participation; Staff Role

6. Falkenhagen, Maria; Kelly, Inga K. The Native American in Juvenile Fiction: Teacher Perception of Stereotypes. Journal of American Indian Education; 13; 2; 9-13, January 1974. EJ 093 433

   *American Indians; *Ethnic Stereotypes; *Elementary School Teachers; *Teacher Attitudes; *Textbook Bias; Adolescent Literature; Culture; Life Style

7. Fischer, Susan A.; And Others. Lesson Plans Based On Inquiry Models. Social Studies Journal; 2; 3; 46-63, February 1973. EJ 088 674

*Social Studies; *Questioning Techniques; *Inquiry Training; Elementary Education; Secondary Education; Lesson Plans; Stereotypes; American Indians; Teacher Developed Materials

8. George, Len. Buck. Weewish Tree; 1; 6; 4-17, Summer 1973. EJ 081 983

*American Indians; *Cultural Background; *Elementary Grades; *Language Arts; *Story Reading

9. Golub, Lester S. English Syntax of Black, White, Indian, and Spanish-American Children. Elementary School Journal; 75; 5; 323-334, February 1975. EJ 111 415

*Syntax; *Language Ability; *Negro Youth; *Mexican Americans; *American Indians; Elementary School Students; Cultural Differences; Student Testing; Written Language; Caucasians

10. Grindstaff, Carl F.; And Others. Racial and Cultural Identification Among Canadian Indian Children. Phylon; 34; 4; 368-377, December 1973. EJ 090 394

*Identification (Psychological); *Racial Recognition; *American Indians; *Preschool Children; *Elementary School Students; Cultural Awareness; Cultural Background; Caucasian Students; Self Concept

11. Henderson, Ronald W.; Swanson, Rosemary. Application of Social Learning Principles in a Field Setting. Exceptional Children; 41; 1; 53-55. September 1974 EJ 105 917

*Exceptional Child Research; *American Indians; *Models; *Reinforcement; *Mothers; Disadvantaged Youth; Minority Groups; Primary Grades; Cultural Differences; Inquiry Training

12. Jessen, Mariana. An Early Childhood Education Program for American Indians. Contemporary Education; 45; 4; 278-281, Summer 1974. EJ 104 948

*American Indians; *Kindergarten; *Family School Relationship; *American Indian Culture; Early Childhood Education; Child Development; Educational Programs; Community Involvement

13. Jom Regs Get Major Overhaul. Education Journal of the Institute for the Development of Indian Law; 2; 6; 12-15, 1974. EJ 106 290

*American Indians; *Accountability; *Federal Aid; *School District Autonomy; Budgeting; Early Childhood Educatio; Parent School Relationship; Personnel Policy; School Community Relationship

14. Lickona, Thomas; And Others. Excellence in Teacher Education. Today's Education; 62; 6; 89-94, September-October 1973. EJ 083 807

*Teacher Education; *Program Development; *Educational Change; *Leadership Training; *Teacher Intersn; Program Evaluation; Elementary School Teachers; Internship Programs; American Indians

15. Long, John; And Others. A Tribal American Preschool. Journal of American Indian Education; 13; 1; 7-13, October 1973. EJ 088 205

*American Indian Culture; *Nonreservation American Indians; *Preschool Education; *Preschool Curriculum; *Tribes; Culture Conflict

16. Martinez, Jesus D.; And Others. Project SUN (Spanish, Ute, Navajo). Education Journal of the Institute for the Development of Indian Law; 2; 2; 14-16, September 1973. EJ 103 066

*American Indian Languages; *Multilingualism; *Program Descriptions; *Primary Grades; *Spanish Speaking; Bilingual Teachers; Community Involvement; English Instruction; Inservice Teacher Education; Multicultural Textbooks; Monolingualism; Reservations (Indian); Second Languages

17. Mickelson, N.I.; Galloway, C.G. Verbal Concepts of Indian and Non-Indian School Beginners. Journal of Educational Research; 67; 2; 55-56, October 1973. EJ 085 480

*Verbal Communication; *Concept Formation; *American Indians; *Cultural Disadvantagement; Kindergarten Children; Educational Research; Tables (Data); School Environment

18. Milk Intolerance and the American Indian. Indian Historian; 6; 2; 17, 42, Spring 1973. EJ 079 711

*American Indians; *Dietetics; *Foods Instruction; *Groups; Home Economics

19. Parker, James R.; Zanger, Martin. Indian Children in White Wisconsin Schools: The Racial Abyss. Journal of American Indian Education; 13; 3; 9-15, May 1974. EJ 098 377

*American Indians; *Childhood Attitudes; *Student Alienation; *Tutorial Programs; College Programs; Elementary School Students; Public Schools; Rural Youth; Reservations (Indian)

20. Peterson, Andrea. Maple Sugaring. Weewish Tree; 3; 6; 6-11, March 1975. EJ 116 442

*American Indians; *Cultural Activities; *History; *Outdoor Education; Elementary School Students; Food

21. Ramstad, Vivian V.; Potter, Robert E. Differences in Vocabulary and Syntax Usage Between Nez Perce Indian and White Kindergarten Children. Journal of Learning Disabilities; 7; 8; 491-497, October 1974. EJ 109 302

*American Indians; *Kindergarten; *Language Ability; *Racial Differences; Exceptional Child Research; Disadvantaged Youth; Ethnic Groups; Expressive Language; Receptive Language; Vocabulary

22. Rosenfelt, Daniel M. The Renaissance of Indian Education. Inequality in Education; 15; 13-22, November 1973. EJ 089 449

*American Indians; *Community Control; *Citizen Participation; *Bilingual Education; *Federal Programs; Elementary Schools; Secondary Schools

23. Shannon, Lael. Development of Time Perspective in Three Cultural Groups: A Cultural Difference or an Expectancy Interpretation. Developmental Psychology; 11; 1; 114-115, Janurary 1975. EJ 113 046

*Elementary School Students; *High School Students; *Time Perspective; *Cultural Differences; *Expectation; Mexican Americans; Anglo Americans; American Indians; Cognitive Processes

24. Snow, Albert J. The American Indian Knew A Better Way. American Biology Teacher; 35; 1; 20-22, January 1973. EJ 070 350

American Indian Culture; *American Indians; Cultural Background; Elementary School Science; *Instruction; *Population Education; Science Education; *Secondary School Science; *Student Characteristics

25. Stump, Sarain. Art in the Classroom. Weewish Tree; 2; 1; 7-14, September 1973. EJ 083 185

*American Indians; *Art; *College Programs; Art Teachers; Design; Elementary Grades

26. Timberlake, Patricia V. "Sit Like An Indian"--How? Teacher; 91; 3; 16, November 1973. EJ 085 541

*American Indian Culture; *Ethnic Studies; *Elementary School Curriculum; American Indians; Elementary School Teachers; Elementary Education; Ethnic Groups

27. Withycombe, Jeraldine S. Relationships of Self-Concept, Social Status, and Self-Perceived Social Status and Racial Differences of Paiute Indian and White Elementary School Children. Journal of Social Psychology; 91; 337-338, December 1973. EJ 088 666

*Racial Differences; *Self Concept; *Social Status; *American Indians; Social Attitudes; Elementary School Students.

28. Youngman, Geraldine; Sadongei, Margaret. Counseling the American Indian Child. Elementary School Guidance and Counseling; 8; 4; 273-277, May 1974. EJ 097 666

*Elementary School Students; *Elementary School Counseling; *Language Handicaps; *Cultural Differences; *American Indians; Counselor Role; Student Needs; American Indian Culture

Postscript

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